

编写说明

《K12 标准中文》系列教材是为 K-12 年级非母语学习者编写的国际中文分级教材，旨在让学习者在喜闻乐见的中国现代生活和传统文化故事中实现语言水平的逐级提升。教材从语言与文化两个维度，严格对标中国教育部中外语言交流合作中心发布的《国际中文教育中文水平等级标准》(GF 0025—2021)(以下简称《等级标准》)及《国际中文教育用中国文化和国情教学参考框架》(以下简称《参考框架》)。本套教材遵循“结构—功能—文化”相结合的原则，以学生为中心，以语言运用为导向，结合美国《21 世纪外语学习标准》中提出的“5C”目标(Communication 沟通、Cultures 文化、Connections 贯连、Comparisons 比较、Communities 社区)，秉持“汉字为基，文化为体，兴趣为本，分级为纲”的理念设计编写。教材尊重二语习得规律，内容设置循序渐进，形成了语言教学和文化教学的闭环交融结构。

《K12 标准中文》系列教材依据《等级标准》中提出的“三等九级”新范式进行编写，结合 K-12 学段学习者实际需求，进一步将分级标准细化为“五阶九级”，形成从基础阶、初阶，到中阶、进阶，再到高阶的螺旋式上升结构，九个级别与《等级标准》一一对应。在参考语法和词汇等级教学大纲的基础上，依据《参考框架》，从文化知识、文化理解、跨文化意识、文化态度四个维度精心设计教学内容。文化教学遵循具体到抽象的原则，从浅层文化逐步过渡到深层文化，将文化分级融入教材之中，力求全面、系统、客观地向世界介绍中国文化和当代国情，为促进文明交流互鉴和构建人类命运共同体做出积极贡献。

《K12 标准中文》系列教材入选两项科研基金项目：教育部中外语言交流合作中心(CLEC)科研基金项目“《国际中文教育中文水平等级标准》教学资源建设”(项目编号 YHJC21ZD-059)和汉考国际(CTI)科研基金项目“新时代背景下基于《国际中文教育中文水平等级标准》的 K-12 中小学中文教材开发”(项目编号 CT12021B06)。全套教材已于 2024 年通过汉考国际 HSK/YCT 考试适用性认证，适用于 HSK 和 YCT 考试，推荐各国中小学中文学习者使用。

《K12 标准中文》设五个阶段，共九个级别：

基础阶（《K12 标准中文》1 级）：对标《等级标准》1 级、HSK1 级、YCT1 级，侧重于 5C 中的 Communication（沟通）。在基础阶段，学习者能就日常起居、个人信息等基本社会话题进行简单交际，了解基本文化常识及日常社交礼仪与行为规范。

初阶（《K12 标准中文》2 级）：对标《等级标准》2 级、HSK2 级、YCT2～3 级，侧重于 5C 中的 Communication（沟通）。学习者能就家庭情况、居住环境、购物等话题进行简短交流并完成相关交际任务，能够掌握中国节庆文化相关习俗，并能关联本国文化相关因素。

中阶（《K12 标准中文》3～4 级）：对标《等级标准》3～4 级、HSK3～4 级、YCT4 级，侧重于 5C 中的 Communication（沟通）、Communities（社区）和 Cultures（文化）。学习者能就校园生活、旅游出行等话题进行完整、连贯的交流并完成就医、邀请等交际任务，能够掌握名胜古迹、饮食文化、传统艺术等文化内容，并能进行文化对比。

进阶（《K12 标准中文》5～6 级）：对标《等级标准》5～6 级、HSK5～6 级，侧重于 5C 中的 Cultures（文化）和 Comparisons（比较）。学习者能就人际交往、社会现象等话题进行丰富、流畅、得体的社会交际并完成相关交际任务（如发表见解、谈论历史文化等），能够掌握中国寓言故事、当代文学艺术、对外交往等多样性文化内容，理解社会现象背后的文化内涵并适当发表见解。

高阶（《K12 标准中文》7～9 级）：对标《等级标准》7～9 级、HSK7～9 级，侧重于 5C 中的 Cultures（文化）、Comparisons（比较）和 Connections（贯连）。学习者能就各类高层次或专业话题进行较为规范、流利、得体的社会交际，能够理解中国社会生活和当代国情的特点及其文化内涵，具备分析与评价中国文化的动态发展与影响因素的能力。

《K12 标准中文》编写组

2024 年 7 月 12 日

Introduction

The *K12 Standard Chinese* series of teaching materials is an international Chinese graded textbooks designed for non-native language learners in K-12 grades, aiming to enable students to achieve a gradual improvement in language proficiency through enjoyable stories on modern Chinese life and traditional culture. Based on language and culture, the textbook is compiled in strict accordance with the *Chinese Proficiency Grading Standards for International Chinese Language Education* (GF0025-2021) (hereinafter referred to as the *Grading Standards*) and *The Framework of Reference for Chinese Culture and Society in International Chinese Language Education* (hereinafter referred to as the *Framework of Reference*) released by MOE Center for Language Education and Cooperation. This series of teaching materials follows the principle of combining structure, function and culture with students as the center and language use as the guide. It combines the “5C” goals (Communication, Cultures, Connections, Comparisons, and Communities) proposed by *Standards for Foreign Language Teaching in the 21st Century* in the US and upholds the writing ideas of “taking the Chinese characters as the basis, culture as the body, interest as the foundation and grading as the outline”. It respects the law in second language acquisition, and designs the content step by step, thus forming a close-loop integration structure of language teaching and cultural teaching.

The *K12 Standard Chinese* series of textbooks is developed based on the new paradigm of “three bands and nine levels” proposed in the *Grading Standards*. Combined with K-12 learners’ actual needs, the grading standards are further divided into “five stages and nine levels”, thus forming a spiral upward structure ranging from the basic stage, initial stage, to the intermediate stage, pre-advanced stage, and then to the advanced stage. The nine levels have a one-to-one correspondence to the *Grading Standards*. Referring to the teaching syllabus for grammar and levels of vocabulary and based on *The Framework of Reference*, the teaching content is carefully designed from four aspects: knowledge of culture, understanding of culture, cross-cultural consciousness, and attitude towards culture. It teaches culture from the specific to the abstract, from the elementary to the profound, and strives to introduce Chinese culture and its contemporary national conditions to the world comprehensively, systematically and objectively, thus making positive contributions to promoting exchange and mutual learning among civilizations and building a community with a shared future for mankind.

The *K12 Standard Chinese* series of textbooks has been selected for two research fund projects: “Teaching Resources Construction for *Chinese Proficiency Grading Standards for International Chinese Language Education*” (project number YHJC21ZD-059), a scientific fund project sponsored by the MOE Center for Language Education and Cooperation (CLEC) and “Development of Chinese Textbooks for K-12 Primary and Secondary Schools Based on *Chinese Proficiency Grading Standards for International Chinese Language*

Education in the New Era” (project number CT12021B06), a scientific fund project sponsored by Chinese Testing International Co., Ltd. (CTI). The whole series of teaching materials has passed the applicability certification of HSK/YCT organized by CIT in 2024, and is suitable for these international tests for Chinese language. It is recommended to Chinese language learners in primary and secondary schools around the world.

The *K12 Standard Chinese* has five stages and totals 9 levels: the basic stage (Level 1 of *K12 Standard Chinese*) corresponds to Level 1 of *Grading Standards* or HSK1/YCT1, emphasizing on Communication in the “5C”. In basic stage, students can have simple communication on daily life, personal information and other basic social topics, and understand basic cultural knowledge and daily social etiquette and behavior norms.

The initial stage (Level 2 of *K12 Standard Chinese*) corresponds to Level 2 of *Grading Standards* or HSK2/YCT2-3, emphasizing on Communication in the “5C”. Students can communicate briefly on topics such as family background, living environment, shopping, etc. and complete relevant communication tasks. They can master the related customs on Chinese festivals, and can also relate to cultural factors in their own country.

The intermediate stage (Levels 3-4 of *K12 Standard Chinese*) corresponds to Levels 3-4 of *Grading Standards* or HSK3-4/YCT4, emphasizing on Communication, Communities, and Cultures in the “5C”. Students can communicate completely and coherently on campus life, travel and other topics, and complete communication tasks such as seeking medical treatment and making invitations. They can learn places of interest, food culture, traditional art and other culture, and make cultural comparisons.

The pre-advanced stage (Levels 5-6 of *K12 Standard Chinese*) corresponds to Levels 5-6 of *Grading Standards* or HSK5-6, emphasizing on Cultures and Comparisons in the “5C”. Students can carry out abundant, fluent and appropriate social communication on interpersonal communication, social phenomena, and other topics, and complete relevant communication tasks (such as expressing opinions and talking about history and culture). They can master China’s fables, contemporary literature and art, foreign communication and other diverse cultural contents, understand the cultural connotations behind social phenomena and express their opinions appropriately.

The advanced stage (Levels 7-9 of *K12 Standard Chinese*) corresponds to Levels 7-9 of *Grading Standards* or HSK7-9, emphasizing on Cultures, Comparisons and Connections in the “5C”. Students can conduct standardized, fluent and appropriate social communication on various advanced or professional topics, understand the characteristics and cultural connotations of China’s social life and contemporary national conditions, and have the ability to analyze and evaluate the dynamic development and influencing factors of Chinese culture.

Writing Group of *K12 Standard Chinese*

July 12, 2024



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第一单元

Unit 1

wèn hòu zhāo hu
问 候 招 呼

Greetings



第一课 预备课（一）

Lesson 1 Preparatory course (1)



拼音基础知识（一） Basic Knowledge of Pinyin (1)

韵母




a o e i u ü
ai ei ui ao ou iu
ie üe er

声母

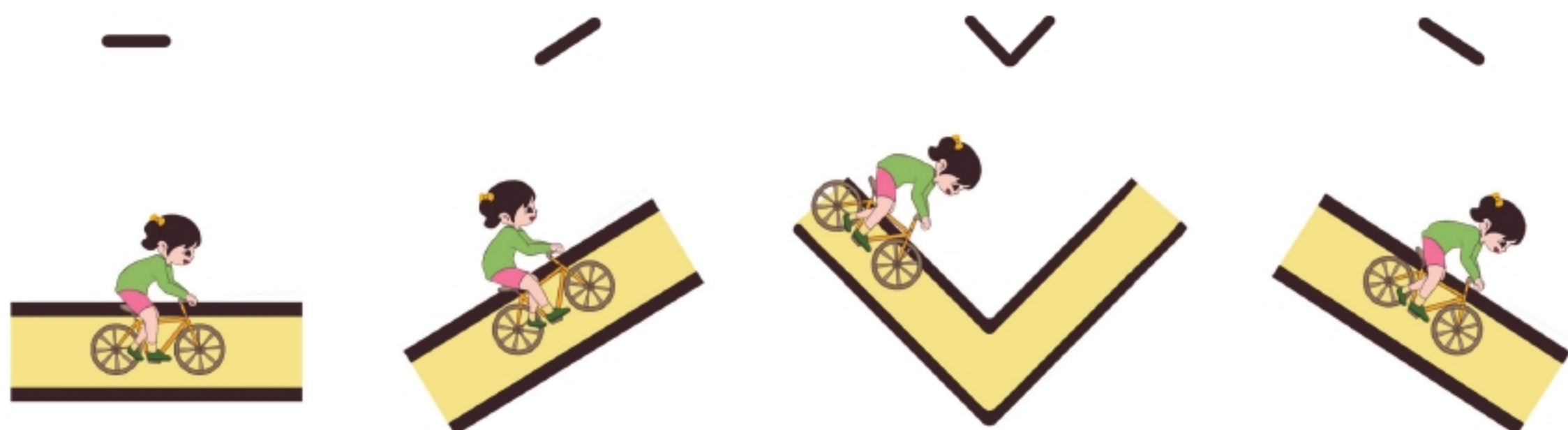
b p m f
d t n l
g k h j q x



一、韵母 Finals

	<p>a</p> <p>ā</p> <p>阿</p>		<p>o</p> <p>wō</p> <p>喔</p>		<p>e</p> <p>é</p> <p>鹅</p>
<p>a</p> <p>ā á ǎ à</p>		<p>o</p> <p>ō ó ǒ ò</p>		<p>e</p> <p>ē é ě è</p>	

二、声调 Tones



1st tone

yī shēng

一声

2nd tone

èr shēng

二声

3rd tone

sān shēng

三声

4th tone

sì shēng

四声

三、标调规则 Rules for marking tones

xiǎo péng yǒu wánr yóu xì
小朋友，玩儿游戏，

kàn jiàn bǎ mào dài bú zài o、e dài
看见a，把帽戴；a不在，o、e戴。

yì qǐ zài shéi zài hòu miàn gěi shéi dài
i、u一起在，谁在后面给谁戴。



活动与练习 Activities and Exercises

一、读一读 Read aloud



ā	á	ǎ	à
ō	ó	ǒ	ò
ē	é	ě	è

二、拼一拼 Practice the Pinyin

bàba 爸爸 nǐmen 你们

hǎo ma 好吗 māma 妈妈

wǒmen 我们 gēge 哥哥

tāmen 他们 dìdi 弟弟

三、学一学 Study it

gōng jī wō wō tí
公鸡喔喔啼，

wǒ qù shàng xué xiào
我去上学校，




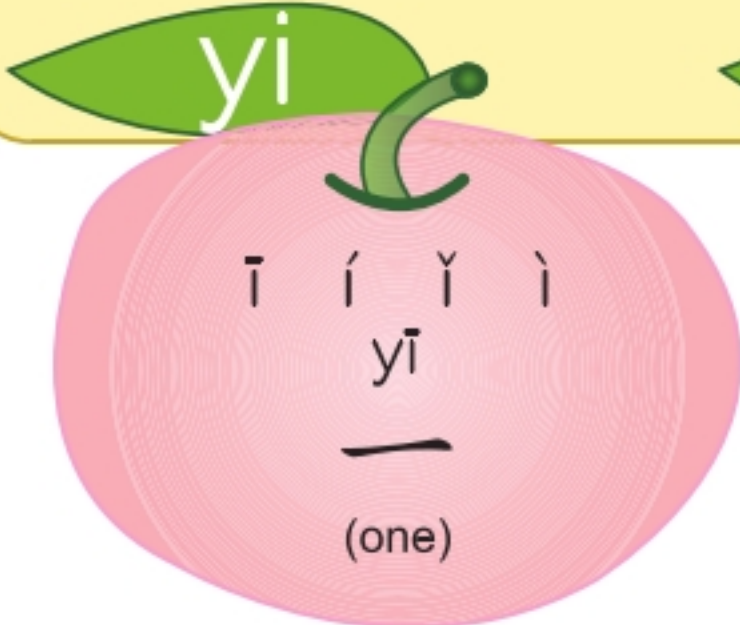
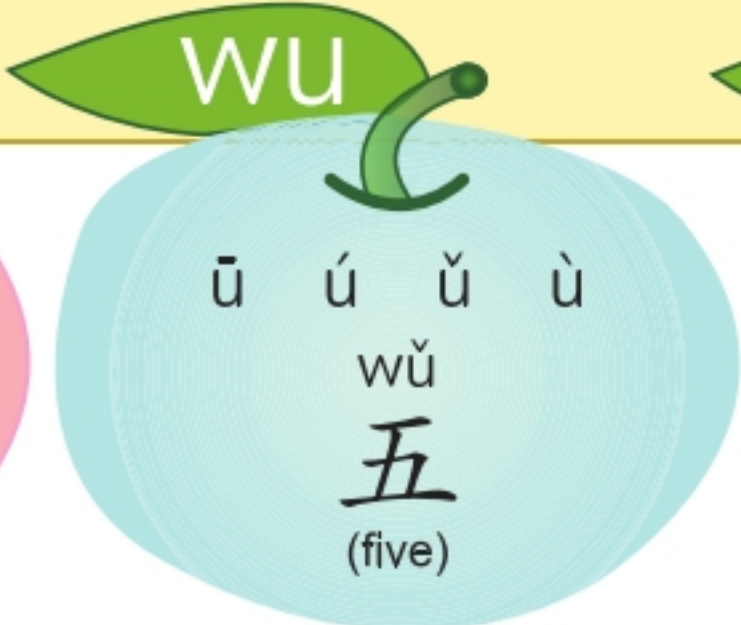

jiàn le lǎo shī wèn shēng zǎo
见了老师问声早。





拼音基础知识 (二) Basic Knowledge of Pinyin (2)

韵母 Finals

	i yī 衣		u wū 乌		ü yú 鱼
 <p>yi</p> <p>ī í ǐ ì yī 一 (one)</p>		 <p>wu</p> <p>ū ú ŭ ù wǔ 五 (five)</p>		 <p>yu</p> <p>ǖ ú ǘ ù yǔ 雨 (rain)</p>	



拼写规则 Spelling rules



"i" is written as "y" if it is at the beginning of a syllable (e.g. iě→yě). "i" is written as "y" when it forms a syllable by itself (e.g. ī→yī).



"u" is written as "w" if it is at the beginning of a syllable (e.g. uǒ→wǒ). "u" is written as "wu" when it forms a syllable by itself (e.g. ŭ→wǔ).



When "ü" is at the beginning of a syllable or forms a syllable by itself, "y" is added to it and the two dots above are omitted (e.g. ǖ→yǔ).



活动与练习 Activities and Exercises

学一学 Study it

xiǎo mǎ yǐ yào guò hé wū guī bó bo bǎ tā tuó yú ér jiàn le xiào hē hē
小蚂蚁, 要过河, 乌龟伯伯把它驮, 鱼儿见了笑呵呵。

sān xiōng dì de tóu shàng yǒu yì diǎn de tóu shàng méi yǒu diǎn
i、u、ü 三兄弟, i 的头上有一点, u 的头上没有点,
de tóu shàng yǒu liǎng diǎn
ü 的头上有两点。



拼音基础知识 (三) Basic Knowledge of Pinyin (3)

声母 Initials

b
bō
波



p
pō
坡



m
mō
摸

f
fó
佛

b
bō bó bǒ bò

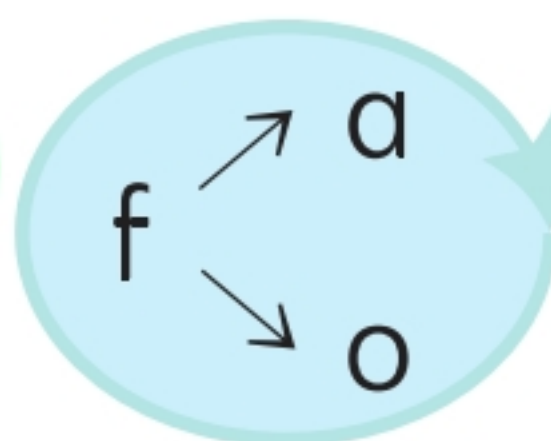
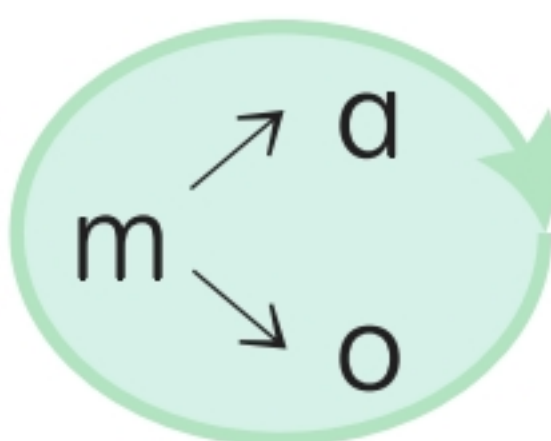
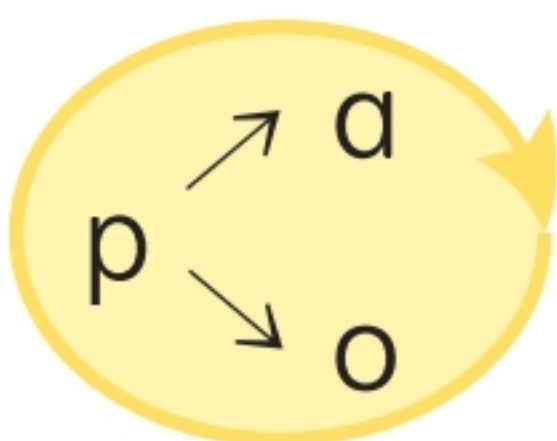
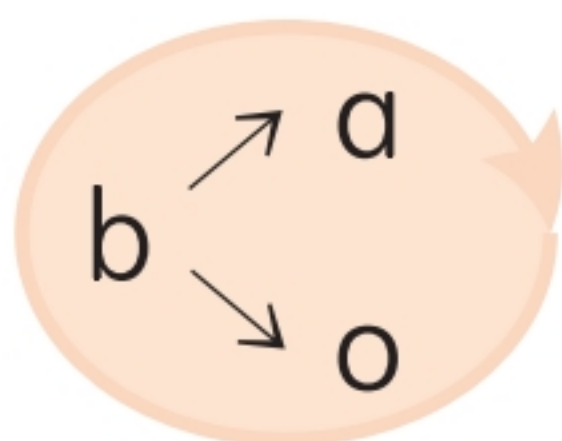
p
pō pó pǒ pò

m
mō mó mǒ mò

f
fó



$b + a \rightarrow ba$



活动与练习 Activities and Exercises

一、读一读 Read aloud

bā-bá-bǎ-bà

bō-bó-bǒ-bò

bī-bí-bǐ-bì

bū-bú-bǔ-bù

pā-pá-pà

pō-pó-pǒ-pò

pī-pí-pǐ-pì

pū-pú-pǔ-pù

mā-má-mǎ-mà

mō-mó-mǒ-mò

mī-mí-mǐ-mì

mú-mǔ-mù

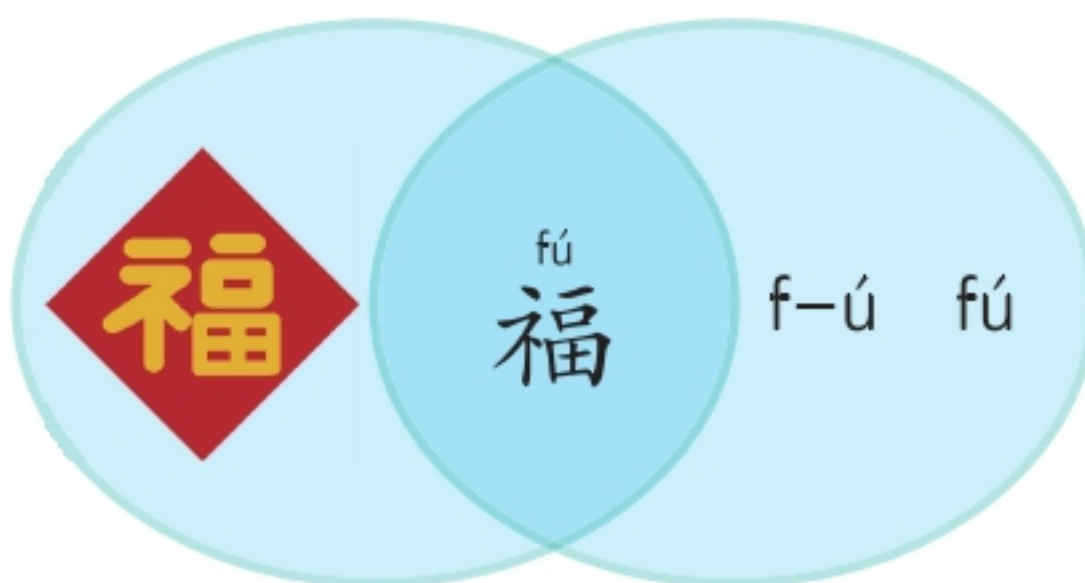
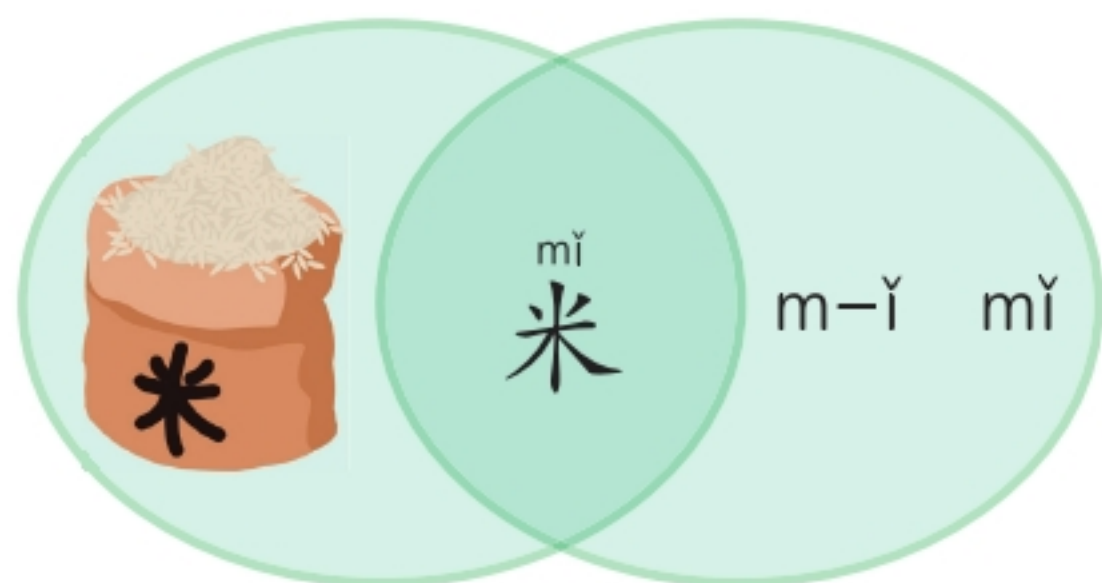
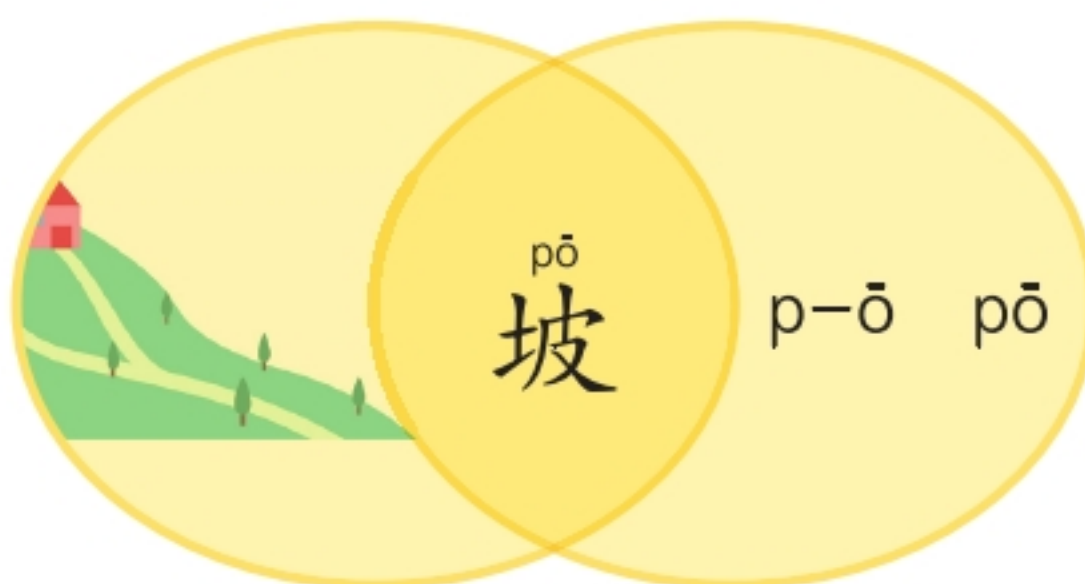
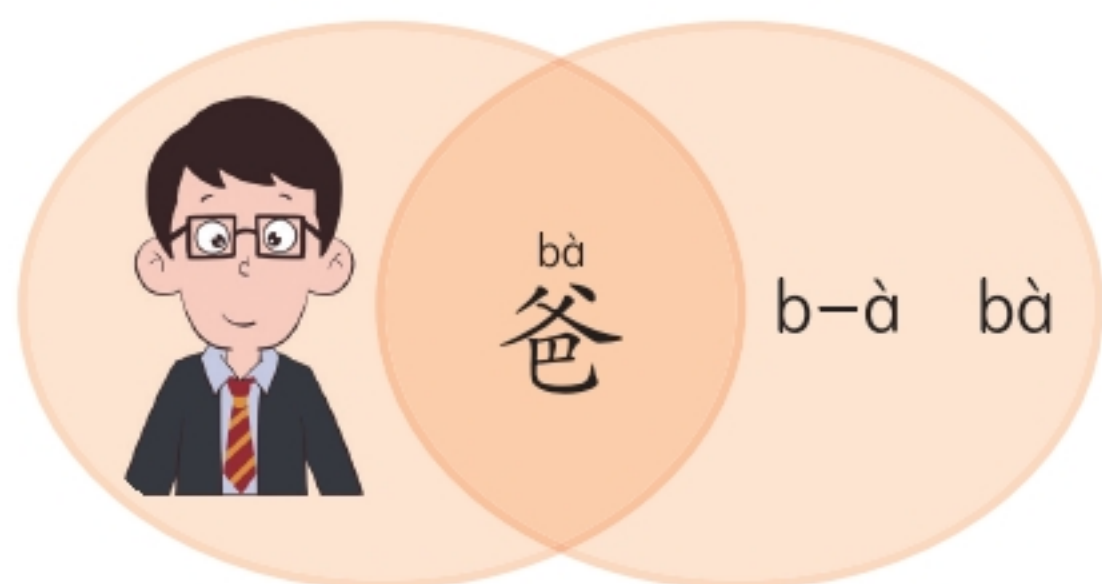
fā-fá-fǎ-fà

fó

fū-fú-fǔ-fù



二、拼一拼 Practice the Pinyin



拼音基础知识 (四) Basic Knowledge of Pinyin (4)

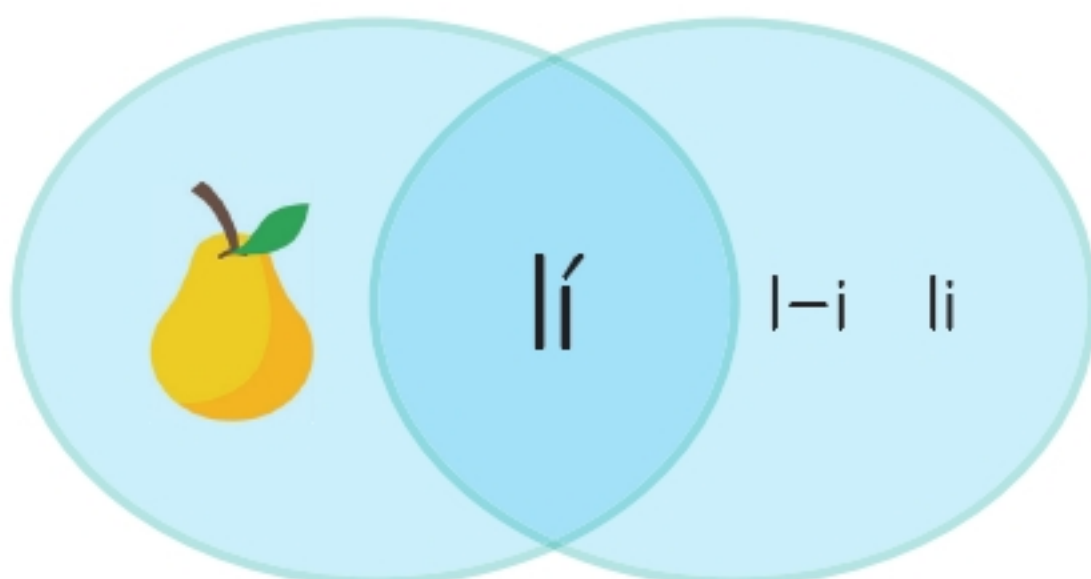
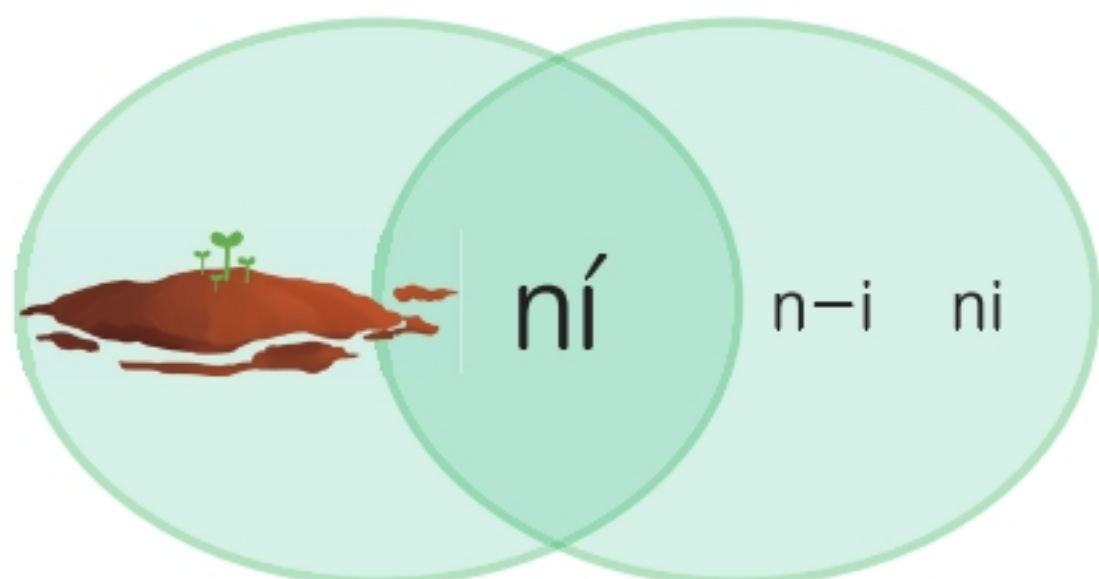
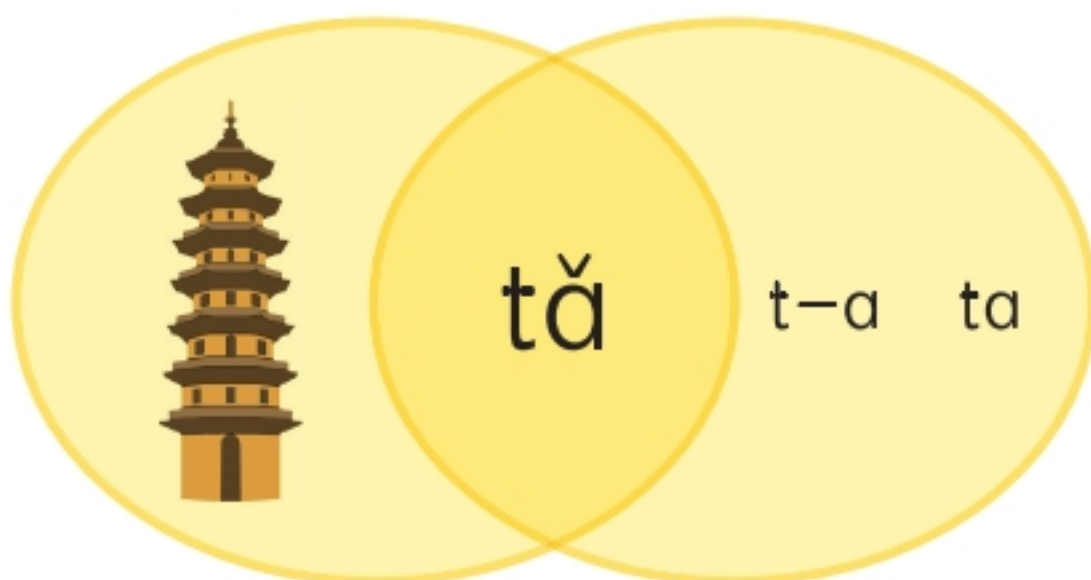
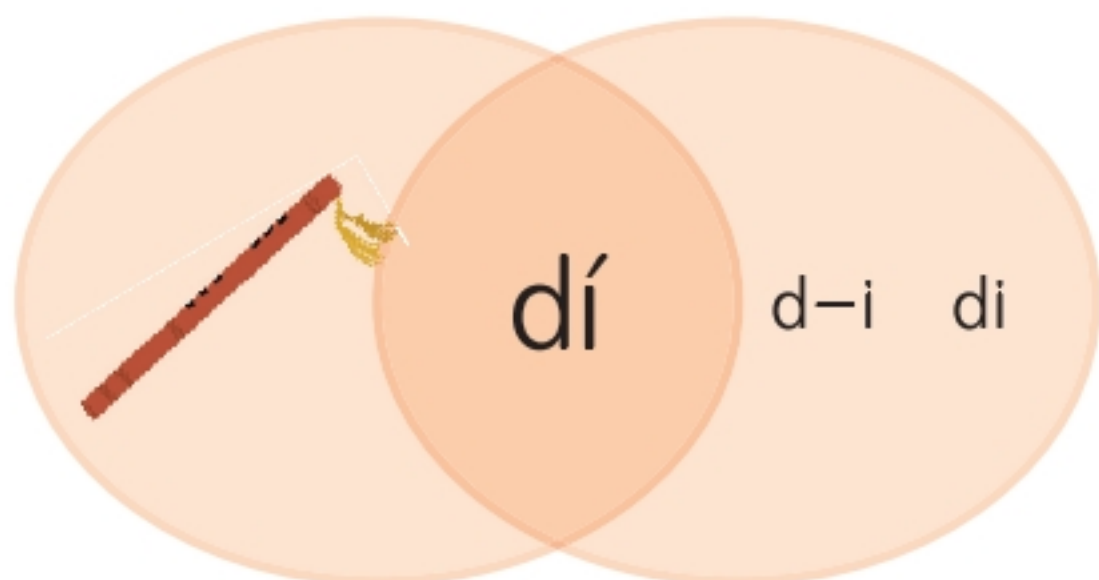
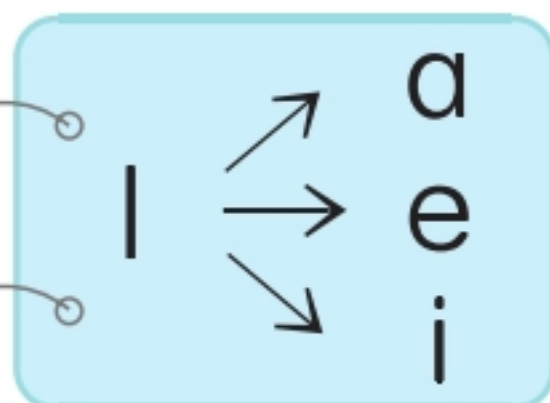
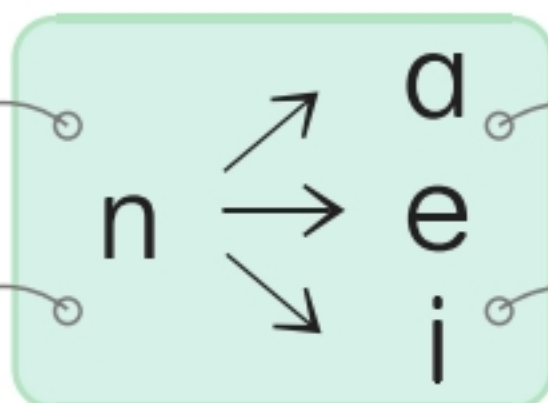
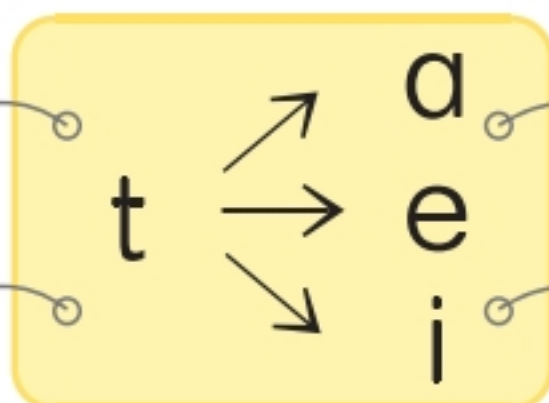
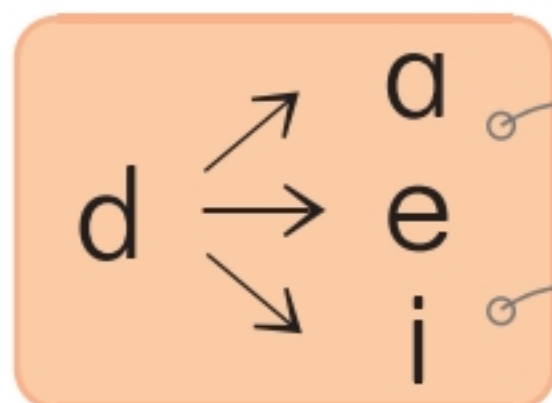
声母 Initials





活动与练习 Activities and Exercises

一、拼一拼 Practice the Pinyin



二、读一读 Read aloud

dā-dá-dǎ-dà

dē-dé-dè

dī-dí-dǐ-dì

dū-dú-dǔ-dù

tā-tǎ-tà

tè

tī-tí-tǐ-tì

tū-tú-tǔ-tù

nā-ná-nǎ-nà

né-nè

nī-ní-nǐ-nì

nú-nǔ-nù

nǚ-nù

lā-lá-lǎ-là

lē-lè

lī-lí-lǐ-lì

lū-lú-lǔ-lù

lú-lǔ-lù



三、学一学 Study it



拼音基础知识 (五) Basic Knowledge of Pinyin (5)

韵母 Initials



活动与练习 Activities and Exercises

一、拼一拼 Practice the Pinyin

b - ái → bái g - ūī → guī



二、读一读 Read aloud

bāi—bái—bǎi—bài

lái—lài

dēi—děi

pāi—pái—pǎi—pài

bēi—běi—bèi

něi—nèi

mái—mǎi—mài

pēi—péi—pèi

lēi—léi—lěi—lèi

tāi—tái—tǎi—tài

méi—měi—mèi

duī—duì

nǎi—nài

fēi—féi—fěi—fèi



三、学一学 Study it



xiǎo mèi mei qǐ de zǎo gēn zhe nǎi nai zuò zǎo cāo
小妹妹，起得早，跟着奶奶做早操，

tī tī tuǐ lái shēn shēn yāo shēn tǐ jiàn kāng bù chī yào
踢踢腿来伸伸腰，身体健康不吃药。



拼音基础知识 (六)

Basic Knowledge of Pinyin (6)

韵母 Finals



ao

ào
奥



ou

dòu
豆



iu

qiú
球



活动与练习 Activities and Exercises

一、拼一拼 Practice the Pinyin

m
d → ao
g →

d
t → iao
n →

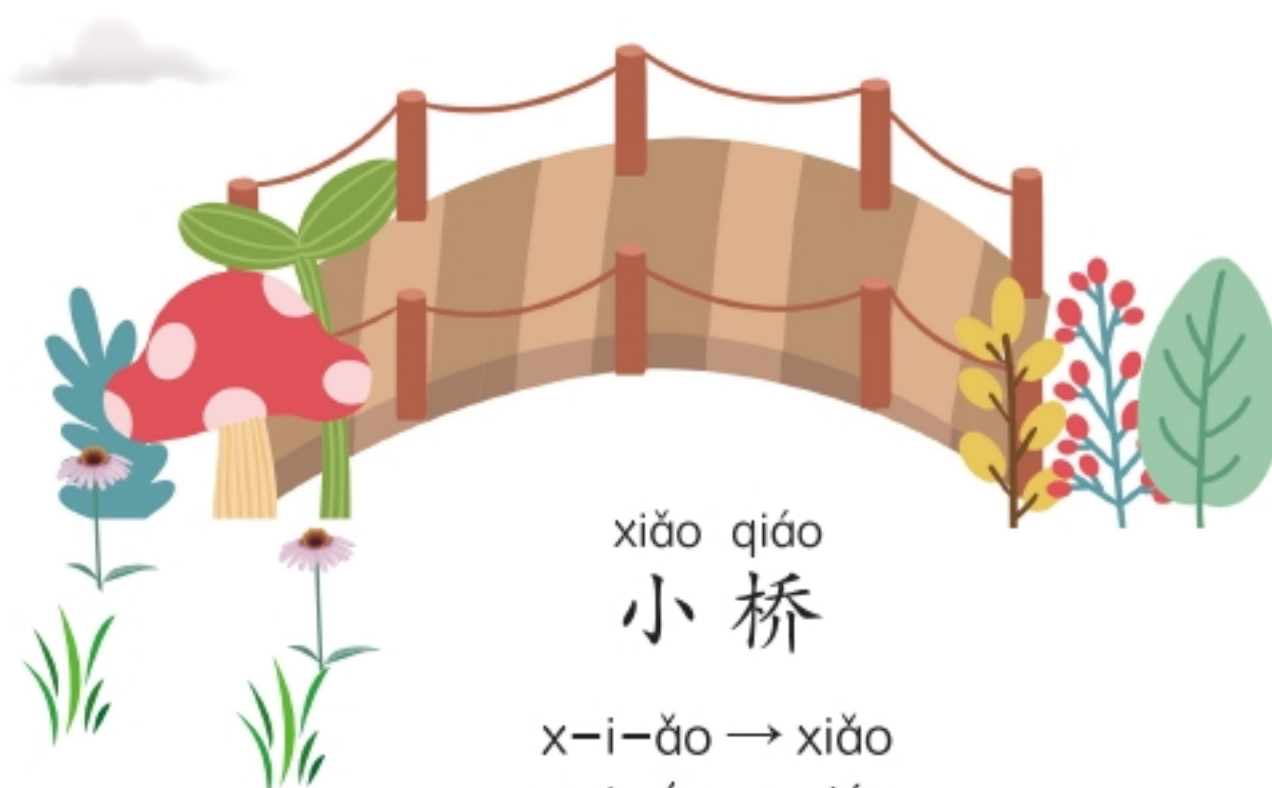
t
h → ou
d →

n
l → iu
q →



xiǎo gǒu
小 狗

x-i-ǎo → xiǎo
g-ǒu → gǒu



xiǎo qiáo
小 桥

x-i-ǎo → xiǎo
q-i-áo → qiáo

二、读一读 Read aloud

bāo—báo—bǎo—bào

nāo—náo—nǎo—nào

liū—liú—liǔ—liù

pāo—páo—pǎo—pào

lāo—láo—lǎo—lào

fǒu

māo—máo—mǎo—mào

tōu—tóu—tǒu—tòu

dōu—dǒu—dòu

dāo—dáo—dǎo—dào

diū

niū—niú—niǔ—niù

tāo—táo—tǎo—tào

lōu—lóu—lǒu—lòu



三、学一学 Study it



hóng huáng lán lǜ hēi
红 黄 蓝 绿 黑，

wǔ huán zhēn yōu měi
五 环 真 优 美。

wǔ zhōu shǒu lā shǒu
五 洲 手 拉 手，

kuài lè lái xiāng huì
快 乐 来 相 会。

第三课 问候

Lesson 3 Greetings



课文 Text



情景一 Scene 1

大枫: ^{nǐ hǎo}你好!

小叶: ^{nǐ hǎo}你好!

大枫: ^{rèn shi nǐ hěn gāo xìng}认识你很高兴!

小叶: ^{rèn shi nǐ wǒ yě hěn gāo xìng}认识你我也很高兴!



情景二 Scene 2

大枫: ^{lǎo shī nín hǎo}老师, 您好!

小叶: ^{lǎo shī zǎo shang hǎo}老师, 早上好!

老师: ^{nǐ men hǎo}你们好!



yǒng é
咏 鹅

táng luò bīn wáng
[唐] 骆宾王

é é é
鹅 鹅 鹅，
qū xiàng xiàng tiān gē
曲 项 向 天 歌。
bái máo fú lǜ shuǐ
白 毛 浮 绿 水，
hóng zhǎng bō qīng bō
红 掌 拨 清 波。

在教师的指导下，背诵这首诗。
Recite this poem under the teacher's instruction.

词汇表 (识写)

		A	
爱好	àihào	hobby	6
		B	
八	bā	eight	2
爸爸	bàba	father	5
吧	ba	<i>a modal particle</i>	8
白天	báitiān	day	14
半	bàn	half	15
杯	bēi	cup, glass (<i>a measure word usually used for liquids</i>)	9
杯子	bēizi	cup	9
北京	Běijīng	Beijing	5
比	bǐ	compare, contrast	11
别的	biéde	other	6
病	bìng	sick	12
不客气	bú kèqi	You're welcome.	9
不	bù	no	3
		C	
茶	chá	tea	9
差	chà	fall short of, to	8
长	cháng	long	11
常	cháng	often	15
常常	chángcháng	often	5
唱	chàng	sing	12
唱歌	chàng//gē	sing (a song)	6
车站	chēzhàn	station, stop	8
吃饭	chī//fàn	eat, have a meal	13

词汇表 (识读)

		A	
矮	ǎi	(of stature) short	12
		B	
白色	báisè	white	10
鼻子	bízi	nose	12
脖子	bózi	neck	12
		C	
操场	cāochǎng	playground	8
衬衫	chènshān	shirt	11
村	cūn	village	2
		D	
大枫	Dàfēng	a person's name	4
蛋糕	dàngāo	cake	7
冬天	dōngtiān	winter	11
动物园	dòngwùyuán	zoo	9
短	duǎn	(in length) short	12
短裤	duǎnkù	shorts	11
		E	
耳朵	ěrduo	ear	12
		F	
法国	Fǎguó	France	4
粉红色	fěnhóngsè	pink	10
		G	
胳膊	gēbo	arm	12